

Latham Letter

VOLUME XVIII, NUMBER 4

FALL 1997

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

Creature Comforts: Animal-Assisted Activities in Education and Therapy

by Michael Kaufmann



"TWO MAJOR CATEGORIES OF ANIMAL INTERACTION HAVE BEEN RECOGNIZED:

Animal-Assisted Activities (AAA) provide opportunities for motivational, educational, and/or recreational benefits to enhance a person's quality of life.

Animal-Assisted Therapy (AAT) is a goal-directed intervention in which an animal is an integral part of the treatment process."



FOR ARTICLE (See Page 5)

Also inside:

- *Research on attitudes toward marine life*
- *How to enter Latham's Video Contest*
- *A Therapy Dog "Speaks"*
- *Child & Animal Abuse Prevention Update: U. of PA Abuse Policy*


Latham Letter

A JOURNAL FOR THE 1990s

ABOUT THE ART IN THIS ISSUE:

Unless otherwise indicated, the drawings in this issue have been created by students at Lawrence Hall Youth Services in Chicago. Lawrence Hall is a therapeutic day school serving students ages 6-21 with severe learning disabilities and behavior disorders. Many thanks to these talented students and their art teacher, Janice Gould. Holiday cards are available. Call 312-769-3500.

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Edith Latham's Mandate

"To promote, foster, encourage and further the principles of humaneness, kindness and benevolence to all living creatures."

The Year in Review



Hugh H. Tebault

All of a sudden, the calendar, the weather and a few other incidental things have made us aware of the fact that this year is almost over. We're not sure how it happened so quickly, but somehow, when we weren't looking, it did. So now we find ourselves reflecting on how the past year's activities succeeded and how its valuable time was employed. Did the Foundation's products and services actually fulfill a public need? And if so, were they meaningful? Such questions deserve affirmative answers which happily, can be provided. In doing so however, we must first acknowledge with sincere gratitude, the talented contributions of the Foundation's staff, members, and friends.

The unimagined advances in communication's evolution since Latham's founding nearly eighty years ago, has through the years necessitated many changes in the method of its outreach. It has progressed through live classroom humane education presentations, essay and poster contests, regular radio broadcasting for children and then, multilingual television. Materials appropriate to and in support of each endeavor, have included books, sundry printed materials, motion picture production, and most recently, videotape documentation.

This editorial space is rarely utilized to report on Latham's activities, but after reviewing its recent services, with your indulgence, we've got to tell you how satisfyingly busy we've been. Latham's concern for human welfare as well as that of animals, continued to be successfully served through

its *Breaking the Cycles of Violence* Video and Guide by child and animal welfare public agencies. Recognizing the indiscrimination of cruelty, the program promotes the detection and abatement of child and animal abuse by means of the cooperative, cross reporting of human and animal public welfare agencies.

A new Foundation endeavor titled "**Search for Excellence**" Video Awards was successfully initiated during the past year. Its purpose: to encourage the broad video documentary production of unique public service activities deserving of replication. The number and variety of subjects submitted for awards was most gratifying and particularly so in light of indications that an even larger number of submissions are to be expected during the next year.

As you read, you are holding the latest copy of the *Latham Letter* which continues to be graphically improved as it provides information on the worthy activities of people and organizations other than Latham, dedicated to humaneness. Everything including mailing excepting only the actual printing, is accomplished by Foundation personnel. *The Letter's* content however, consists of information gratefully received from you, our readers, so please continue to keep us informed. If you participate in, or know of an activity that would be of interest to your fellow *Latham Letter* readers, please bring it to our attention.

A handwritten signature in red ink that reads "Hugh H. Tebault".

Hugh H. Tebault
President





*Endangered Children of the World, Lena B.,
Age 18, Lawrence Hall Youth Services,
4833 N. Francisco Ave., Chicago, IL 60625*

Creature Comforts: Animal-Assisted Activities in Education and Therapy by Michael Kaufmann

Animals can often succeed in reaching troubled children and youth where adults have failed. The Director of Education of the American Humane Association identifies two major categories of animal interaction which are used in educational and therapeutic interventions, describes why they are successful, and provides basic do's and don't's for establishing a therapeutic animal program.

"Why are you holding onto your dog so tightly?" asked Beno, a swaggering 13-year old resident at the treatment facility. "Are you afraid I'm going to hurt her?"

Beno was one of 15 teenage boys who had been removed from difficult home situations to the care of this resident facility. Most had been perpetrators and/or victims of sexual abuse. Some, like Beno, sported gang-related tattoos and appeared hostile. Dr. Patricia Olson, a veterinarian, accompanied by her gentle black Labrador, Lucy, had been invited to speak to them about careers with animals. Dr. Olson subtly clutched Lucy to prevent her from roaming through the classroom. Upon her arrival, the boys had been slouching in their seats, but Beno's remark, which was clearly a test, caused them to shift their attention and watch for her response.

"No, I just didn't want her wandering and bothering you," Dr. Olson replied. "Would you like me to let her walk around the room? Is it allowed?" All the boys

nodded their heads and the teachers concurred. Freed, Lucy made her way around the room, sniffing outstretched hands and licking faces. Beno patted Lucy gently on the head and instinctively smiled, but quickly regained his tough-guy demeanor and asked, "What kind of mutt is this? She's no purebred, is she?"

Dr. Olson answered warmly, "No, Lucy once was an abused dog, and she was homeless, but now she lives with me and likes everybody she meets. Purebreds and mixed breeds can all be wonderful animals."

The ice was broken. Within seconds, the group of suspicious and disinterested boys had been transformed into a receptive audience. Lucy's presence had altered the atmosphere, opening a door through which Dr. Olson could walk. For 40 minutes, she answered questions about careers with animals and how to protect animals like Lucy from abuse.

Continued on Next Page



“Research continues to verify the value of the relationship between children and animals.”

“Spokesdog” and mascot Mikey and friend. Photo courtesy of H.A.R.T./Muttmatchers, P.O. Box 920, Fillmore, CA 93016

One boy freely spoke of his own turbulent past. Knowingly, he said, “Animals can also get sexually molested.” As Lucy continued to mingle and make friends, he continued, “No animals or person should ever be hurt or abused. It’s just wrong.”

That statement opened a floodgate of emotion for the boys. Each was able to connect Lucy’s sad history with his own. Many shared personal stories about how animals were important to them. They continually reassured, petted, and played with Lucy, who had become the catalyst for this open exchange between virtual strangers.

As the visit came to an end and Dr. Olson prepared to leave, several of the boys crowded around and thanked her for the visit. Then they left the classroom and disappeared into a hallway filled with noisy children.

“I have never seen them so polite and focused for so long,” said one of the staff members to Dr. Olson as she gathered her things. “This group of boys is one of our toughest and they seldom can cooperate with each other for more than five minutes. You held their attention for over an hour. We’ve had other guests come and speak to

them, but they have never reacted the way they did today!”

Before Dr. Olson had a chance to respond, 13-year-old Beno reappeared in the doorway and quickly knelt down to pat Lucy. Completely oblivious to the adults, he looked in the dog’s eyes and smiled. “Lucy, you gonna come back and see me again?” He gently asked.

Miraculous? Yes and no. Research continues to verify the value of the relationship between children and animals:

- Contact with animals and nature is an important component of the physical, emotional, and psychosocial development of children.
- An animal can serve as surrogate sibling, confidant, and friend to a child.
- Working with and caring for animals can build self-esteem and confidence.
- Animals can be a bridge between a child and a parent, teacher, or therapist.

AN AGE-OLD BOND

For centuries, people have realized their animals, especially pets, can add quality to their lives. Officially, animal-facilitated therapy began at York Retreat in England in 1792.

This facility for mental patients

was founded by the Quakers, who discovered that contact with farm animals greatly improved the outlook of their patients.

While all age groups can benefit from animal contact, children respond particularly well. A quick examination of children’s literature, with its many animals and animal-based stories, confirms that there is a deep affinity between young people and animals. But animal interaction can be much more than child’s play. Consider the following:

- ◆ Children can form strong emotional bonds with almost any type of animal.
- ◆ Mental health professionals are defining and channeling that bond to help “at risk” children or children with special needs.
- ◆ Animals play an increasing role in educational settings ranging from kindergarten and elementary schools to community recreational programs.
- ◆ Animals can motivate learning, cooperation, and expression among children.
- ◆ A growing number of psychologists, teachers and school counselors are specializing in animal contact for children.

Although there is much anecdotal evidence of how animal

contact can be therapeutic, it is necessary to clarify and organize this health-producing relationship. Defining the field continues to convince skeptics of the therapeutic benefit of animal interaction for various populations. It also allows better evaluation and assessment of program goals and outcomes.

Two major categories of animal interaction, as defined by the Delta Society, National Standards Committee 1991, have been recognized:

Animal-Assisted Activities (AAA) provide opportunities for motivational, educational, and/or recreational benefits to enhance a person's quality of life. AAA are delivered in a variety of environments by a specially trained Animal-Assisted Activities specialist. This professional, paraprofessional, or volunteer possesses and applies knowledge about animals and the human population with whom they interact. Together, the AAA specialist and the animal (which must meet specific criteria regarding its own health, grooming, and behavior) deliver opportunities for animal-oriented interactions that can benefit people in schools, health care facilities, and other residential and treatment locations.

Animal-Assisted Therapy (AAT) is a goal-directed intervention in which an animal is an integral part of the treatment process. AAT is designed to promote improvement in the physical, psychological, and/or cognitive function of people who are being treated. AAT is delivered or directed by an Animal-Assisted Therapy specialist. This AAT specialist is a human-service provider, who within the scope of her or his professional practice, includes animals (which must

meet specific criteria regarding their own health, grooming and behavior) as a treatment method. This AAT specialist demonstrates expertise and skill in human-animal interactions and their clinical application.

WHY ANIMAL-ASSISTED ACTIVITIES/THERAPY NOW?

How can such a seemingly benign activity have such a profound impact on various populations? The key can be found in the cardinal rule of Animal-Assisted Activities and Animal Assisted Therapy: The animal is not an object or tool to be used but an active partner in a relationship. It is the development of this relationship between child and animal that can lead to the greatest benefits of this kind of work.

Increasing numbers of children today are growing up isolated in urban and suburban areas, challenged by violence, substance abuse, and peer pressure, disconnected from their families, peers, and schools. By the time many of these youth have reached school age or adolescence, their ability to "attach" to others has become weakened if not absent. The challenge for parents, teachers, and mental health professionals in working with such "unreachable" youth is to find a way to reach each child in order to then help them build confidence, self-esteem, and empathy. Supervised interaction with animals can serve as a powerful way for educators and therapists to open many children's "closed door" and pave the way for dramatic breakthroughs.

Across the country, there are innovative programs and professionals who bring children and animals together in such recreation or therapy with tremendous success.

Continued on Page 8



CASE HISTORY: MARTA

Marta was the eight-year-old child of a strict and abusive mother. Diagnosed as emotionally disturbed, she was aggressive and hyperactive, sexually precocious, and had temper tantrums. In her first few months at a residential school, attempts to get her to talk about her relationship with her mother were unsuccessful.

Then in her first session with an animal-assisted therapist, she was given a small furry rabbit to hold. While stroking the rabbit, she said that the rabbit's ears had been chewed by the other rabbit. (The rabbit's ears were normal.) I asked her why. Marta responded, "The mother rabbit chewed the baby rabbit's ears all up. She wanted the baby to leave home." I then asked, "How did the baby rabbit feel?" "Sad," Marta said. "The baby rabbit loves the mother rabbit but the mother rabbit no longer loves the baby." This dialogue led the way for Marta to talk of her own feelings about her mother who had badly beaten her.

Mother Hildegard George,
O.S.B., Ph.D., Child and
Adolescent Psychologist,
Shaw Island, WA



CASE HISTORY: MICHAEL

Michael, 11, was admitted to Green Chimneys after having problems with severe hyperactivity and acting out in school and at home. Michael exhibited impulsive and aggressive behavior in day care and kindergarten. He provoked and angered peers, and was suspended for belligerent behavior. This behavior may have resulted from a turbulent home environment where both parents were substance abusers.

At age eight, Michael was placed in a diagnostic unit and, after a few months, was referred to Green Chimneys. In his first two years there, he had few successes. Then, at an emergency meeting of Michael's treatment team, it was discovered that the only place he had any success was at the animal farm. There, he cared for a rabbit, held a job constructing educational displays, and worked as a farm tour guide. The treatment team developed a new program for Michael that included intense integration of the farm center into his school day. For a three-month period, Michael spent 10 or 12 hours a week at the farm, working one-on-one with farm interns and staff. At the end of that period, he was gradually weaned off the farm activities. His behavior in school improved, and although he still showed some aggression and a tendency to run away, he was more comfortable with the classroom setting, was able to develop trusting relationships with staff and interns, and gained much self-confidence. Clearly, the farm environment, the animals, and staff played a significant role in his success.

Samuel Ross, Jr. Ph.D. Executive Director, Green Chimneys Children's Services, Brewster, NY

Continued from Page 7

Aaron Katcher, M.D., works with students who have been diagnosed as having Attention Deficit Hyperactive Disorder (ADHD), often with Conduct Disorder (CD), at the Brandywine Treatment Center in Pennsylvania. In clinical trials, he has demonstrated that animal-assisted therapy has a significant lasting therapeutic effect on highly aggressive, emotionally disturbed children and adolescents with severe learning difficulties.

In Brewster, New York, Dr. Samuel Ross, Executive Director of Green Chimneys Children's Services, a residential treatment facility and school, operates an animal program as part of his clients' therapeutic intervention. At Green Chimneys, dormitory staff, teachers, therapists, and farm staff work as a team to successfully nurture a group of needy children. Dr. Ross is one of the most vocal proponents of how the interaction with animals can be key to recovering the "lost" child.

Linda Lloyd Nebbe, Ph.D., L.M.H.C., a therapist and former guidance counselor from Cedar Falls, Iowa, has incorporated pets and wildlife into her practice for many years. She continues to rely on animals to help reach children experiencing adjustment difficulties and other life crises.

Mother Hildegard George, O.S.B., Ph.D., has completed her doctorate in child and adolescent psychology. She incorporates animals into therapy with her young clients and has found them to be ideal conduits for children experiencing moderate stress in their daily lives.

GETTING STARTED

If the idea of an animal program at your school is appealing, but you are faced with large caseloads, limited facilities, a rigid administration, or budgetary constraints, start small! Even a fish tank or a gerbil can be beneficial. Carefully screened animals can also be brought in for periodic, professionally supervised interactions. Find an enthusiastic colleague or administrator in your program to join forces in this new venture, and begin to develop goals and objectives for the program. Talk to teachers or counselors who already work with children and animals in settings similar to yours. Visit or write to existing programs.

The following guidelines adapted in part from the book, *Nature as a Guide* by Linda Lloyd Nebbe, are helpful in establishing a therapeutic animal program.

1. Secure approval and support from your administration. It is important that the counselor, therapist, or teacher advocating the program be knowledgeable about animals and animal-assisted activities/therapy, and be prepared to convey that information to the administration and staff. Be sure that before spending any money, all program expenses have been cleared with the proper authorities.

2. Make sure you have the appropriate training. The counselor, therapist, or teacher must be established in their profession prior to considering an animal program. Training in Animal-Assisted Activities is a must.

3. Be aware and in control. The counselor, therapist, or teacher must feel comfortable and confident with the animal and the situation. The person in charge must always be aware of what is going on and be in control.

4. Obtain appropriate insurance coverage. The counselor, therapist or teacher is regarded as liable in these situations; therefore, insurance protection must be sufficient. Different insurance companies provide a variety of coverage in this area. If a personal pet is involved and the work is volunteer, the personal liability coverage may be part of homeowner's or home renter's policies.

5. Do your homework. Learn first what type of animal is appropriate for the population you serve and then what that animal will require from you as its caretaker. But be aware that animal programs are not for every professional or every student/client. In certain situations, contact with animals may even be inappropriate.

6. Screen the proposed animal beforehand. Official temperament evaluations are available for some types of animals, such as dogs, cats, or rabbits. Dogs and cats should be checked out regularly by a veterinarian and have current inoculations. Animals must "feel good" on the day of any interaction: an animal that is uncooperative or cranky may need the day off. Even fish need to be cared for in the most humane way possible.

7. Ensure a proper environment for the animal. A proper environment is one in which it can be comfortable, remain healthy, and have its needs met. Choosing that environment and helping individuals understand why you chose it offers a chance to teach empathy as well as scientific knowledge.

8. Be a role model. People learn by watching how to care for others. Err on the side of overdoing. You cannot teach too much compassion.

9. Treat the animal in a humane and respectful manner. Never speak harshly to an animal, discipline inappropriately, or strike an animal. If an animal needs discipline or is fearful, it is not appropriate for the situation.

10. If death occurs, treat it as a serious loss. Be honest. Model appropriate feelings. Follow the needs of the group. Talk about the death. Allow for grieving. If some individuals are more traumatized than others, work with them alone. There is a place for humor, but not disrespect.


11. Regularly evaluate your results with objectivity. If you cannot be objective, solicit the input of someone who can.

CREATURE COMFORTS

"Lucy, you gonna come back and see me again?" Such a warm invitation from such an outwardly tough young man like Beno certainly testified to the therapeutic power of Animal-Assisted Activities for him. With the appropriate preparation and supervision, the opportunity to play with and care for animals can provide even the most relationship resistant youth in our schools and facilities with what they most need: a sense of connection, or "creature comfort."

Special thanks go to Linda Lloyd Nebbe and Janice Borzendowski for their invaluable help in preparing this article.

*See Page 16
for Related
Resources*

Author Michael Kaufmann supervises the American Humane Association's education programs and promotes the benefits of the human/animal relationship. He has created interactive horse, nature, and farm animal programs for children and is a member of the Animal-Assisted Therapy Committee of the Delta Society. He has published numerous articles and journals on humane education and animal cruelty issues and is on the editorial board of *Reaching Today's Youth*. He can be reached at the American Humane Association, 63 Inverness Drive East, Englewood, CO 80112, (303) 792-9900 

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“WATER, WATER, EVERYWHERE... BUT CAN IGNORANCE REINFORCE SURVIVAL?”

Aline H. Kidd and Robert M. Kidd

*Center for Animals in Society
School of Veterinary Medicine
University of California—Davis*

All life forms probably began in the oceans which serve as an important source of food for living creatures of all species and which provides as much as 10% of the protein matter that humans consume daily. Water in one form or another is a basic necessity for all living things. Desert countries desalinate sea water to provide extra life-giving fresh water. Oceanic plants and animals provide important life-supporting foods. Many provide antibiotics and other medicinal substances useful in managing human disease. Some types of sea weed stop bleeding or prevent blood clotting and others combat viruses and cancerous tissues. The ocean floor is “mined” for gas, oil, and such useful minerals as deuterium to extend our energy-providing sources for human needs. The oceans powerfully influence the earth’s climate and weather systems, and are important for giving humans opportunities for such healthy recreational activities as sailing, surfing, swimming, scuba and snorkeling, and sport fishing.



Protect our Coral Reefs. Shirley B., Age 18, Lawrence Hall Youth Services, 4833 N. Francisco Ave., Chicago, IL 60625

Despite the importance of oceans to human welfare, however, they have unfortunately become the largest dumping ground for the garbage and wastes of cities, industries, and ships. In coastal areas, 9 million tons of sewage sludge, 180 metric tons of dredged material and various waste materials from industrial facilities and human municipal activities are dumped annually into rivers, bays, estuaries, and coastal waters. In many places, fishing fleets use drag nets to capture food fish but which unnecessarily also bring up and destroy other forms of marine life and the sea bottoms in which they live.

Although 70% of the Earth’s surface is covered by water and most of this salty oceanic vastness supports an enormous number of plant and animal life forms peculiar to our world’s seas, one can’t help wondering how many people really know

that all land surface life forms are as dependent on the oceans’ mineral, plant, and animal resources as they are on the land’s mineral, forests, agricultural, and animal resources. According to the U.S. Fish and Wildlife Service, most Americans really know very little about marine biology—from the largest of whales to the smallest of plankton—and certainly know very little about the extent to which human life depends on the mammals and fish, and on the invertebrates, the sponges, the corals, the anemones, and the seaweeds living on the bottom, near the surface, or in all of the intertidal levels in between.

In order to study people’s understanding and feelings about marine life, we went to UnderWater World, the newest world-wide concept in aquariums, which features “a selection of the normal fish and invertebrate marine life of San

Francisco Bay estuary waters." This facility lets people walk through clear acrylic tunnels below the surface of San Francisco bay waters in a simulation of snorkeling or scuba diving. Visitors are provided with a compact disc player and headphone and listen to descriptions of each section of the exhibit as they move through the tunnel and hear such additional facts about the specific species gliding over and around the visitors as "Sharks use up about 3000 teeth a year in feeding and scavenging the ocean area in which they live."

We interviewed 102 visitors (52 men, 50 women) after they completed their UnderWater World tour. Overall, 56 of them were U.S. Nationals and 46 were Internationals from Canada, Brazil, Uruguay, the UK, Germany, Finland, Italy, Israel, Iran, India, Malaysia, and Japan. Since most of the people we interviewed were "couples," we questioned each member individually to get both sides of the family's views. Occasionally we could question only the one person of the International couples who understood and responded in English. In most instances, however, we could record both of the couple's responses when the man or the woman would translate for the other.

Because previous research has indicated that pet ownership both in childhood and adulthood generally increases interest in animal life, we asked about experiences with pets. Overall, these visitors had above-average experience with pets: 72 had owned pets in childhood and 59 currently owned pets. We also noted that 15 had "pet fish" during childhood and 8 currently kept "pet fish" at home, which more or less underscores the American demographics

assertion that "within the U.S., more fish (78 million in 1990) are kept as pets than any other animal."

Although 64 reported having read popular articles about marine life, only 2 had studied marine biology in any depth. Some had read a chapter or two about marine biology in school texts during elementary or high school, some had read a few popular magazine articles, but most had watched a few PBS or Discovery Channel programs about "the ecology of the oceans". The U.S. visitors claimed to have explored the field significantly more often than did the International visitors.

Although more National than International visitors reported previous visits to aquariums, 86 reported having visited one or more local or international aquariums or marine life exhibits before their UnderWater World visit. This is an extremely high figure and suggests that visitors to UnderWater World were already interested in marine life when they came to visit this

exhibit. Asked why they were visiting UnderWater World, responses ranged from "just curious" and "wanted to see the local sea life" to "we always visit a local aquarium wherever we travel." Most, however, said that this visit did not change their preconceptions about marine life, but 21 visitors reported feeling more positive about marine life and only one person mentioned "learning to fear sharks" from viewing marine life this new way.

More International than U.S. visitors reported finding "everything about the exhibit most interesting" and only 4 said they found "nothing interesting." The other visitors reported that the octopus, sharks, bat rays, sturgeons, crabs, and moon jellies and the anemones, stars, sea urchins, and barnacles in the "touching tanks" were most interesting. Only a few visitors felt that the tide pools, the small fish and "bottom fish", and the jellies, stars, anemones, and urchins were least interesting.

Continued on Page 14



Save Our Wetlands, Almaria, Age 18, Lawrence Hall Youth Services, 4833 N. Francisco Ave., Chicago, IL 60625

Win Prizes and Recognition in Latham's

"Search for Excellence" Public Service Video Awards:

Recognizing and Encouraging Videotaped Productions Promoting Respect for All Life

1997 Submission Guidelines

1. Entry Procedures

Complete the Entry Form on Page 23 for each production or series. You may enter the same video in more than one category; however, each entry must be listed separately and submitted with an additional entry fee and separate cassette. (Please photocopy the form if you need additional copies.)

2. Fees

Each entry, whether a single program, a series, or a public service announcement, must be accompanied by a \$20.00 non-refundable entry fee. Payment should be in US\$ drawn on a US bank. Make checks payable to The Latham Foundation.

3. Deadline: All Entry Forms, videos, and fees must be received by December 31, 1997.

4. Eligibility

Videos must have been completed within 18 months prior to the deadline. Latham Foundation Directors, Members, and staff (and their families) are ineligible.

5. Categories

Select the category that relates most closely to your video's intent, primary purpose, and target audience from the list on Page 22. Be sure to include the category on the entry form. Latham reserves the right to add, delete, combine, or expand categories. It also reserves the right to assign videos to a more appropriate category, if it is considered in the best interest of the work entered.

6. Technical Requirements

Videos, if not in English, must include English subtitles. They must be on "VHS formatted tape. Each cassette must be permanently and clearly labeled with the following information:

- a) Name of submitting organization, individual, or company
- b) Title (same as on entry form)
- c) Length (Maximum length is 1 hour)



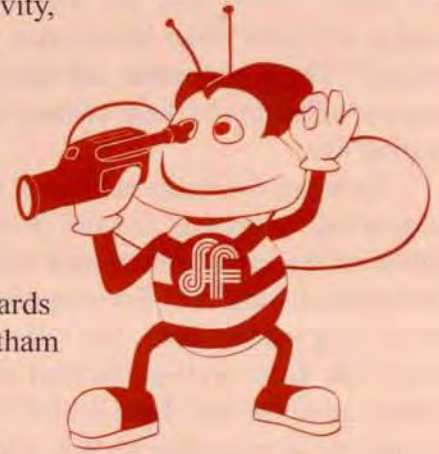
Public Service Video Awards Program

7. Judging

Entries will be evaluated for presentation of content, production values, creativity, and overall effectiveness by representatives from the film and video industry, experts in the category topics, and consumers. Judges will be appointed by (but not affiliated with) the Latham Foundation. Decisions by the judges and the Foundation's awards committee are final.

8. Awards and Notification

Winners will be notified by July 1998. Distinctive awards will be given to winners in each category. The awards committee may designate additional awards outside the category options if so desired, including the prestigious "Edith Latham Award for Excellence in Video Productions Promoting Respect for All Life," which carries a \$500 cash prize. Winners will be featured in the summer *Latham Letter*, the Foundation's quarterly newsletter and will receive national and local publicity.



9. Shipping: Send entries pre-paid to:

The Latham Foundation, Attn: Video Awards, Latham Plaza Building, 1826 Clement Street, Alameda, CA 94501

The Latham Foundation is not responsible for losses in transport or otherwise. If you want an acknowledgment of your entry, please enclose a self-addressed stamped envelope. The Foundation will take every precaution to ensure proper handling of materials submitted; however, the awards committee, its judges, or its agents cannot be held responsible for any loss or damage to any video entered. Videos may be shown, duplicated for judges, or disposed of as the Latham Foundation deems appropriate. By entering, entrants agree to hold the Latham Foundation harmless for any costs or expenses of any claim arising out of any such use by the Latham Foundation.

10. Return of Entries

No entry material will be returned unless specifically requested and pre-paid delivery charges are included with the entry. If you want your video returned, check the appropriate box on the Entry Form and enclose an additional shipping and handling fee in the amount of - U.S.: \$10.00 for the 1st videocassette and \$2.00 for each additional one. We will be unable to return videos to countries outside the U.S.

We look forward to your participation and wish you much success.

*If you have questions, contact Latham at:
Phone: 510-521-0920 Fax: 510-521-9861
Lathm@aol.com
www.Latham.org*

✓ **Entry Form: Page 23**

✓ **Categories: Page 22**



The Edith Latham Award includes a \$500 Prize

Because UnderWater World attempts to give visitors a "diving" experience, we asked our subjects if they did any snorkeling or scuba diving. 14 said they snorkeled, 5 did scuba diving, and 5 did both. Two of the scuba divers commented that a person "could get much closer and see marine life much more clearly at UnderWater World than they could actually diving". These particular activities, however, did not seem to affect any of these visitors' other feelings about marine life.

Compared with the number of agencies and groups supporting programs for the protection and preservation of terrestrial plants and wildlife, there is very little publicity and very few programs for protecting and preserving marine life. The "Save the Whales" campaign has been well-publicized and movies such as "Orca" and both the "Free Willys" have increased public interest in protecting whales. Sea Otters, which were relentlessly hunted for their fur, are now increasing, protected by a recent international agreement. Most marine life, however, is not protected. According to recent studies by the U.S. Fish and Wildlife Service, the general public dislikes crabs, finds octopi highly unattractive, and fears and dislikes all shark species. They are not aware that sharks are an important food, or that substances from shark cartilage inhibit the growth of cancerous tumors, or that sharkskin has been used as a source of artificial skin for burn patients and shark corneas have been used as replacements for human eye corneas. They are not aware that many types of sharks do not attack and kill humans without reason.

Of all the visitors, 80 did not know about or did not support emotionally or financially any marine life protection or preservation groups. Of the 20 who were in favor of or did back a protective or preservation agency, most supported "World Wildlife" and the rest

supported "Greenpeace", "Friends of the World" "a humane society", "an aquarium in Israel", and "a dolphin group society".

These findings suggest that people who visit aquariums regularly have more experience with and know more about marine life than the average casual visitor. Since people still do not know much about the definitive impact of human over-population on marine life, it was not too surprising to note the responses indicating the absence of any comprehensive discussion of marine biology or ecology in our subjects' school or college courses or textbooks.

Most of all, these visitors' responses indicate a general ignorance of the fact that all living creatures are caught in an aggressive competition for living space and survival on finite land and ocean areas. The accidents, the ocean dumping of poisons and contaminations, the short- and long-term destruction, degradation, and fragmentation of physical habitats of land and sea plant and animal lives, the over-predation of the seas' fish, invertebrate stocks, and mineral resources have already produced almost irrevocable damage.

These visitors' statements remind us that if we are to help preserve the oceans and marine life which are essential to human and animal survival, we must begin to educate the public more strongly about the importance of the oceans and their inhabitants. We must educate ourselves and our children about the critical necessities of developing preservation, conservation, and managerial strategies for ocean life forms in order to protect fellow species from negative consequences of errors in human judgements and actions. We need better standards based on quality and sustainability for all lives and for the very life of Earth herself. We need to learn how to live again with all Nature.



"Visitors' responses indicate a general ignorance of the fact that all living creatures are caught in an aggressive competition for living space and survival on finite land and ocean areas.

If we are to help preserve the oceans and marine life which are essential to human and animal survival, we must begin to educate the public more strongly about the importance of the oceans and their inhabitants."



Looking for a Pet? There's more than one place to find just the right one for you.

Elizabeth Stelow

Remember the song, "How Much is That Doggie in the Window?" Many people still consider a pet store the easiest place to "buy" a dog ... or cat, rabbit or bird for that matter. While pet stores are convenient, people looking for a pet should consider some other options:

◆ *Adopt From a Shelter.* When you adopt from a humane society shelter, you give a new life to a cat, dog, or rabbit who was abandoned by or managed to stray from his previous owners. Most shelters have staff whose function is to match you with the *right* animal. These people (we call them "adoption counselors") are often animal behaviorists who can assess your home (space, fencing, age of children) and your wish list (a quiet, medium-sized dog; an affectionate, red tabby cat) to select shelter animals that meet your needs.

◆ *Adopt From a Rescue Group.* If it's a particular breed or species (example: Savannah Monitor, Cockatoo, fancy rat) you're looking for, breed rescue groups are a good place to start. Like humane society shelters, breed rescues create safe, temporary lodging for homeless animals; but they limit their animals to certain breeds of dogs or cats or certain species of mammals, birds or reptiles. Most breed rescues can provide information about temperament, housing, feeding and care of the breed/species you are considering; many will be very honest about any downside, too. These are true supporters of the breed/species and want to make the best adoption possible. If you need breed rescue information, please call the Humane Society for referrals.

◆ *Find a Reputable Breeder.* If you are interested in a pedigreed and registered pet, you should get one from a reputable breeder. For breeder referrals, contact local obedience clubs or registered breed clubs for dogs; the Cat Fanciers' Association or local cat clubs for cats; breed rescue groups for small mammals, reptiles, birds, etc. Once you've found a prospective pet, take a careful look around the area in which it was raised. Ask to

meet both parents of the pet you are considering. Ask about the young animal's health care to date (vaccinations, etc.) and whether the parents have had any problems. The breeder should be willing to guarantee that the baby is free of hip, elbow, eye, hearing or other health problems common to the breed/species. If you feel uncomfortable about the surroundings or the answers you get, leave. There are other breeders.

One obvious option not recommended here is "answer an ad in the newspaper." This approach actually adds to pet overpopulation: it encourages people to breed un-neutered animals for fun or profit and sell the offspring through ads. These animals are usually adopted out un-neutered, ready to continue the breeding cycle. And, even if the kitten or puppy is "free," you may find the animal's behavioral or genetic health problems cost you hundreds of dollars to correct. You'll save the lives of future kittens and puppies by not creating a demand for "backyard breeder" animals.

So, why not buy pets from the local pet store? The pet stores that still sell puppies (and their numbers are dropping) frequently buy them from puppy mills. They may be "pure-bred" puppies, but they are often unhealthy and have not been bred carefully for the best traits of the breed. Kittens bought from pet stores usually come from the backyard breeders discussed above and only create more demand for such breeding. The staff at pet stores, although typically knowledgeable about products they sell, may not know much about specific breed temperament, nutrition or other care issues. Finally, when a pet is placed based solely on monetary gain, there is often little concern that it be a good match.

In short, you're better off leaving that doggie in the window and finding your new companion somewhere else.

Author Elizabeth Stelow is Director of Public Relations at the Pasadena Humane Society. This article is reprinted with the kind permission of the Pasadena Humane Society & SPCA Bulletin, Fall 1997.



AAA/AAT Resources and Publications

Recommended by Michael Kaufmann, Director of Education, The American Humane Association

Growing Up Humane in a Violent World: An Agenda for a Non-Violent Future, from American Humane Association, 63 Inverness Drive East, Englewood, CO 80112

Nature as a Guide: Nature Counseling, Therapy and Education, by Linda Lloyd Nebbe, from Educational Media Corporation, Box 21311, Minneapolis, MN 55421-0311

Standards of Practice for Animal-Assisted Activities and Animal-Assisted Therapy and Introductory Animal Handler Skills for Animal-Assisted Activities and Animal-Assisted Therapy, from Delta Society, 289 Perimeter Road East, Renton, WA 98055-1329

Innovative Interventions in Child or Adolescent Therapy, edited by Charles E. Schaefer, from A. Wiley-Interscience Publication. John Wiley & Sons, Inc. 605 Third Ave., New York, NY 10128

People and Animals: A Therapeutic Animal-Assisted Activities Manual for Schools, Agencies, and Recreational Centers by Stephanie Senter, with contributions by Samuel B. Ross, Jr., Gary Mallon, and the Green Chimneys Farm Staff, from Green Chimneys Farm and Wildlife Center, Caller Box 719, Putnam Lake Road, Brewster, NY 10509

The Human-Animal Bond and Grief, by Laurel Lagoni, Carolyn Butler, and Suzanne Hetts, from W.B. Sanders Company, The Curtis Center, Independence Square West, Philadelphia, PA 19106

Volunteering with Your Pet: How to Get Involved in Animal-Assisted Therapy with Any Kind of Pet

by Mary R. Burch, Ph.D.,
Howell Book House/Macmillan,
New York, NY 10019

EDITOR'S NOTE:

The following are available from the Latham Foundation:

How to Start a Pet Therapy Program
by Phil Arkow

Breaking the Cycles of Violence,
a Video and Training Manual

CASE HISTORY: RODNEY

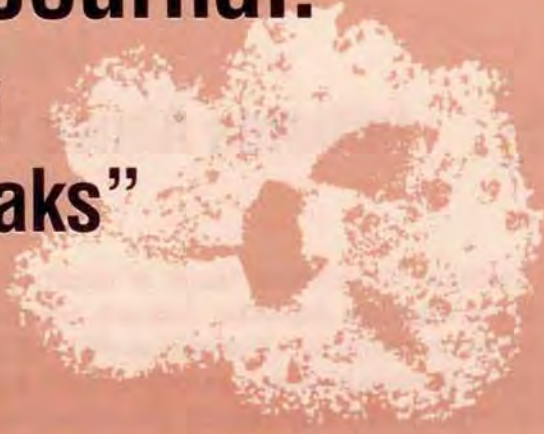


It was impossible to define the trigger that would send Rodney, a second grader, into a closed world of his own. When it happened, he refused to speak to anyone, to do anything, or to move! After one of these "spells," the day was lost. It seemed impossible for him to recover. When this behavior occurred, his teacher moved him to my office, where he would remain, unresponsive, for hours. No one, including me, seemed to be able to enter his world.

One day Peter, my dog, was at school with me. The principal informed me that Rodney was in my office again, and Peter and I went in to see him. Rodney was sitting at a table with his head buried in his folded arms. Peter nosed Rodney's elbow. There was a pause. Then Rodney slid off the chair onto the floor beside Peter. Rodney's folded arms slid around Peter's neck, and he buried his head in Peter's coat and sobbed. I waited while Peter shared an occasional nose or lick with Rodney. Nearly ten minutes passed before Rodney looked up at me and smiled. I asked, "Can Peter walk back to class with you?" He nodded. His teacher reported that the rest of the day went well.

Linda Lloyd Nebbe, Ph.D., L.M.H.C., Cedar Falls, IA

Jenni's Journal: A Therapy Dog "Speaks"



Jenni Dunn, Therapy Dog

Part Ten:

Tuesday, September 12, 1995

Mom wasn't very happy with me today. It had been over a month since she had taken me to visit the kids at Childrens Hospital and I was a little too exuberant for her. The first thing I did was I ate something off the elevator floor so quickly that she couldn't stop me and that really made her mad. Some things dropped on the floor could harm me or make me sick so that got me off to a bad start with her.

Then I was so excited about seeing each one of the kids that I put my front feet up on their bed before Mom would tell me it was okay. Then, in my excitement, I got tangled up in an IV tube in one little boy's room. I am very experienced and these things have never happened to me before. I guess I was just too excited about being there today.

Tuesday, September 26, 1995

I was much better behaved today than I was last time. It was a good thing as the hospital was full and I had lots of kids to attend to.

I spent quite a bit of time with one little boy about four years old who was going into surgery momentarily to be put into a total body cast. He was really scared and his Mom could tell how my being there made him feel calmer so she asked me to stay with him until the nurses came to pick him up.

While he was petting me, I listened attentively while he confided to me just how scared he was, especially since this wasn't his first operation and wouldn't be his last. He showed me how one leg and foot was twisted around almost backwards and explained that this surgery was supposed to help him so that one day he would be able to run and play just like his friends. I was especially interested in a stuffed animal in the bed with him that the hospital had given him. The stuffed animal was in a body cast just like the one he was going to get. The only difference was that he was going to pick out his own color of cast. He said his cast was going to be purple and black camouflage! What a sight that was going to be.

In another room I was a big help to a Mom and Grandma who were with a little baby who was crying at the top of her lungs. They were doing everything they could think of to comfort her but I was the only thing that calmed her down. As she sat on her mother's lap, she focused her attention on me and forgot about why she was screaming. Her Mom finally put her down on the floor with me and by the time I left she wasn't crying any more but was grinning and happy.

Continued on Page 19



University of Pennsylvania Veterinary Hospital Initiates Abuse Reporting Policy

By Phil Arkow

The Veterinary Hospital of the University of Pennsylvania (VHUP), recognizing the links between animal abuse and other forms of family violence, has initiated a new policy regarding the responsibility of hospital personnel to report suspected animal abuse and neglect. The policy, developed over a period of several months by the hospital's Ethics Committee, was presented in September to a meeting with all SPCA's in the Philadelphia region where the teaching hospital is located.

The meeting, believed to be the first time so many humane groups had met with VHUP officials, focused on the dual needs of establishing diagnostic criteria for recognizing abuse and of collecting data on the incidence of abuse and neglect cases. Other issues under ongoing discussion include the legal and liability ramifications for veterinarians who report cases of suspected abuse, and maintaining communications between veterinarians and humane groups.

Believing that the University of Pennsylvania policy addresses many of the concerns which have been raised by veterinary officials and is one which other veterinary colleges may wish to model, excerpts of the policy follow. For additional details, contact Dr. James Serpell at the Dept. of Clinical Studies, 3900 Delancey St., Philadelphia, PA 19104, or call 215-898-1004, or e-mail: serpell@pobox.upenn.edu.

A Latham Foundation study of nearly 600 individuals in the field of child protection, domestic violence, animal welfare, animal control, and veterinary medicine showed that 90% of the respondents believed there is a connection between animal cruelty and family violence. Because of that report and subsequent discussion by VHUP's Ethics Committee, the hospital has developed a policy covering clinicians' responsibilities when animal abuse is suspected. The policy follows here.

Please understand that clinicians are not asked to be judges or juries sentencing clients to penalties for animal cruelty. Instead, they are medical investigators whose role is to represent the animals' and families' interests and request that appropriate agencies with knowledge of animal and/or child abuse review the facts and evaluate the environment into which their patients will be discharged after medical care has been provided. It shall be Hospital policy that veterinarians and support staff who, in the context of a veterinarian-client-patient relationship, suspect animal abuse and/or neglect consult with their Section Chief or Service Head at the time the suspicion arises to determine whether such concerns should be communicated to appropriate humane agencies. If a Section Chief or Service Head is not on the premises, the senior person in the service should be notified. In instances when clinicians are on duty with other clinicians of equal status, documented consultations between them should occur. Clinicians who are on duty alone may call humane agencies without any consultations based on their own judgment.

Often a determination of suspected animal abuse or neglect is an educated guess and may be based on a pattern of activity over time involving specific clients. Furthermore, the law does not require absolute assurance of abuse to provoke a response to authorities, merely suspicions. It is important to understand that VHUP and its personnel have no legal jurisdiction to intervene on behalf of an animal's welfare.

That role is the responsibility of the SPCA officers who have the police power to investigate reports of alleged animal abuse and take custody of such animals during the investigations and/or after they have made determinations of abuse or neglect. Signs of abuse and neglect include:

- 1. Lameness or other injuries without histories supporting the severity of the clinical signs, injuries to pets where owners describe ongoing toilet training "accidents."*
- 2. Multiple bite wounds in patients with numerous scars around the head and legs from previous injuries. (NOTE: Suspected dog fighting is not addressed by this policy statement.)*
- 3. Severely matted animals where the animal's condition is not consistent with its pleasant disposition and/or temperament.*


Continued on Page 19

Tuesday, November 28, 1995

I had been in a boarding kennel while Mom was out of town, then I got an ear infection and couldn't be around patients, then Mom got the flu so quite a bit of time had passed since my last visit; but even though I was excited to be on the job again, I was properly well behaved this time. I absolutely love visiting the kids so was glad to be back.

My first visit was to a little girl only 20 months old who had just been admitted and brought to her room on the cancer floor. She was as cute as a little cherub and my visit to her made the adjustment much easier for her and eased her fears. I could tell she was beginning to feel that maybe this wasn't such a bad place to be if they allowed dogs. She gave me lots of treats and I gave her lots of smiles. Her Mom and Dad were quite taken with me, too, and showed their appreciation for my visit by thanking me and Mom for being there to help take the pressure off. I could tell this wasn't easy for them either.

My next patient was a beautiful little girl about 5 years old who was very sick. She was laying prone in a special wheelchair and I could hear her moaning as I made my way down the hall to her room. As I entered her room, she was either too weak or didn't have the muscle control to turn her head but her Mom turned her head in my direction for her so she could see me. I could tell by the wide eyed expression on her face and the look in her eyes that she saw me, and she didn't take her eyes off me or moan once while I was with her.

I am such a "little walking miracle maker" but I don't let it go to my head because I just love what I am doing and feel it is an honor that the hospitals let me do this. 

4. Severe malnutrition from under feeding.

5. Chronic, infected, untreated wounds, often present in pets where grooming has been neglected (maggots may or may not be present).

6. Chains and collars that have cut through the skin and into the musculature of the neck; often related to rapidly-growing, medium- to large-breed dogs with inadequate owner attention.

7. Aggressive, defensive or other abnormal animal behavior with the caveat that reports shall be made only in situations where other evidence of abuse is also present.

8. Unexplained chemical or thermal skin burns.

9. Stupor from possible drug or alcohol ingestion.

Abuse or neglect can occur in the form of a) omissions; b) commissions; and/or c) apparent use of animals in staged fights. Because the reporting of suspected staged animal fighting produces concerns for staff security, a Hospital policy on that issue is not addressed in this statement. Instead, clinicians are advised to report their suspicions to the Director's office on the next business day to enable personnel there to pursue further investigations through local police and/or humane organizations.

Clinicians are asked NOT to inform clients that they are reporting the suspected abuse or neglect to local SPCA's. If SPCA officers instruct clinicians to detain animals until they can investigate, SPCA officers must notify clients of such action. When concerns about owner violence exist, campus police should be present at the time of any SPCA-owner or doctor-client interactions. In situations where owners request that animals be discharged before SPCA officers have time to investigate, such animals should be released and SPCA officers will be expected to pursue home investigations. Clinicians should document information regarding the suspected abuse or neglect using histories, photographs, examination notes, and all other avenues in gathering information. (Legislation is being proposed in Pennsylvania that allows veterinarians who report suspected abuse or neglect to be immune from criminal or civil action. Until that proposal is law, however, the University will defend any veterinarians and/or staff person who reports suspected animal abuse and/or neglect to proper authorities based on well-documented histories, thorough physical examination, and supporting diagnostic workups.) In the event of suspected child or spousal abuse, clinicians and support staff are to inform the hospital's social worker of such information. To assist staff with an understanding of terminology, 'abuse' means every act, omission or neglect which causes or unreasonably permits unnecessary or unjustifiable pain, suffering or death to animals.

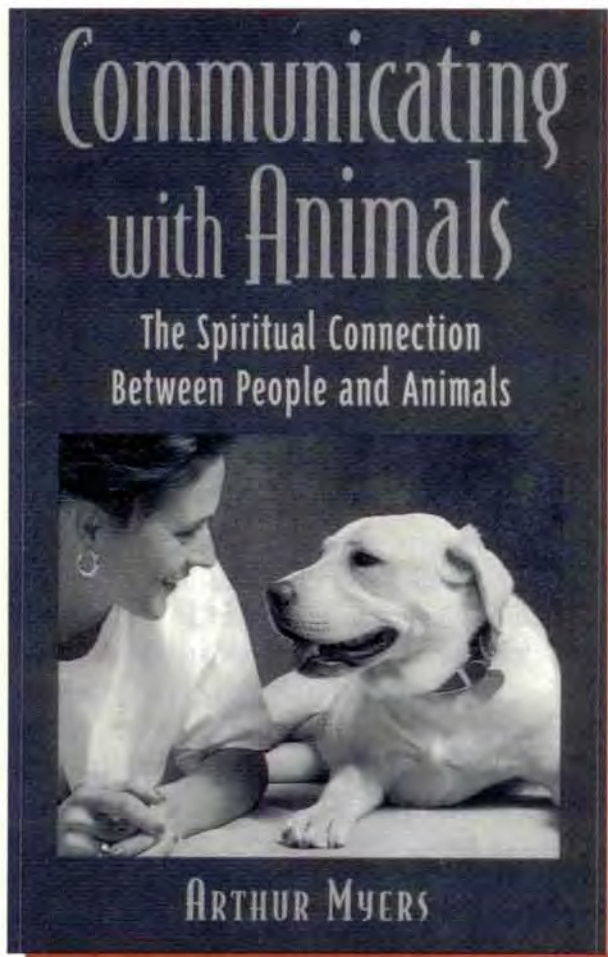
"Neglect" is a flexible concept embracing matters such as failure to provide food, water, protection from the elements, or veterinary and/or other care generally considered to be normal, usual and accepted for an animal's health and well-being consistent with the species, breed, condition, use and type of animal. "Pain" is the experience of stress from injury, disease or neglect. "Suffering" is the condition of enduring the pain or distress.

(The policy concludes with a list of eight area SPCA's and contact names and phone numbers.)

Communicating with Animals, The Spiritual Connection between People and Animals

Reviewed by Jennifer Dustin Hinze

Many of us who have strong bonds with the animals in our lives feel that we can communicate with them. People interpret barks, meows and body language to decipher what their animals want or need. This book is about communicating on a very different level, one that is based on a psychic and spiritual relationship between people and other animals.



Author Arthur Myers bases his book largely on interviews conducted with dozens of individuals who call themselves "communica-

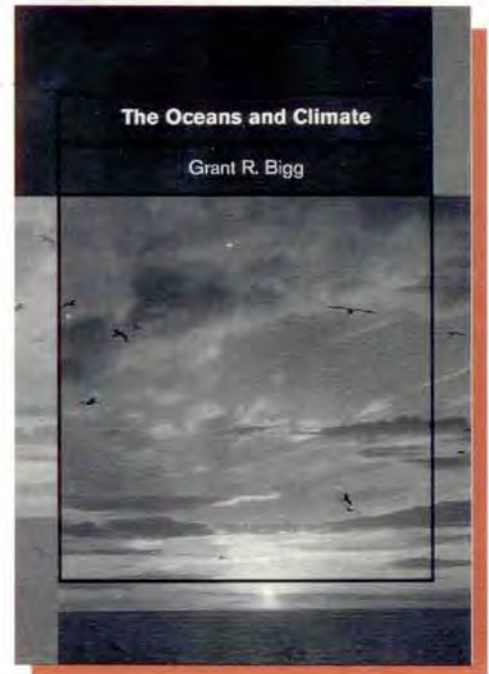
tors." These people receive psychic messages from animals that arrive telepathically in the form of images, concepts, strong feelings and even poems.

Communicators are not particularly gifted individuals, merely people who say they have relearned an ability that we are all capable of. While the stories presented here can be difficult to accept at times, some of the information gleaned by communicators will give even the strongest critic cause to wonder. Communicators often consider themselves to be healers, capable of discovering the causes of physical and emotional pain that veterinarians often miss.

Interestingly, the author is a professional investigative reporter and also an admitted skeptic of the subject. He does not claim to possess any ability to communicate psychically with animals himself, although he is a believer in psychic abilities. What he does possess, and what he also asks of his readers to keep, is an open mind. Myers wrote this book with the intent that it be interesting and also fun. With this perspective and an open mind a reader will not be disappointed.

Communicating with Animals: The Spiritual Connection Between People and Animals

Arthur Myers
ISBN 0-8092-3149-2
Contemporary Books \$14.95
Chicago, Illinois 60646-1975



The Oceans and Climate

Reviewed by Dezsoe "Steve" Nagy

Year after year the Latham Foundation expands great energies to point out that everything is interdependent and interrelated. It is a known fact that one simple act against a child will change that child, a careless or conscious act against nature will change nature, which ultimately will effect each and every one of us and our surroundings. The list of possibilities is too many to list here. The fact is, every action, regardless of who creates it, creates a reaction. After reading Grant R. Bigg's book *The Oceans and Climate*, the above fact was easily recognized.

Nothing stands still, the water, the air, the mountain and the ocean floor, everything moves. Everything changes, some more noticeably than others. Volcanic dust effects temperature, yet the most minute difference in temperature creates movement of air and water. The wider the gap between temperatures, the

greater the movement within. Some create comfort for us, like balmy trade winds, while others create calamity, like hurricanes and tornados. Yet those events are based on the differences in temperature.

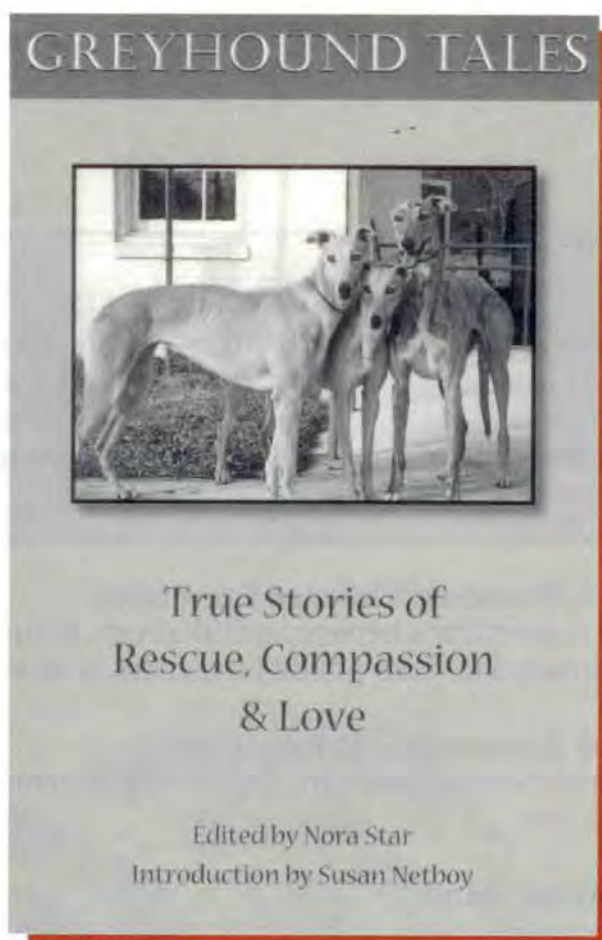
The book *The Oceans and Climate* describes all the actions which influences us and our spaceship Earth. The sun warms the water, soil, rocks, and there is warmth within the earth too.

Some of those effects are felt right away, others take years to re-surface, yet they influence change or maintain stability. We know that the earth evolved through ice ages, warm periods and droughts. Are we currently heading toward another change? Toward global warming? Since everything effects everything, can the increased number of humans, the misuse of energy, the deforestation and the chemicals dumped into the oceans change the balance? No one can say for sure. But if you want to know how the oceans and climate works, Mr. Bigg tells it understandably to scientists and laymen alike. The book contains formulas and graphs, explanations of chemical contents, methods of measurements from old mariners to satellite monitoring, to Kelvin temperatures.

After reading *The Oceans and Climate*, I look at the sky and the ocean with a lot more interest and understanding.

The Oceans and Climate

Grant R. Bigg
Cambridge University Press
40 W 20th Street
New York, NY 10011
Hardback, \$49.95
Paperback, \$27.95



Greyhound Tales: True Stories of Rescue, Compassion & Love

Reviewed by Jennifer Dustin Hinze

This book intimately illustrates the plight of the racing greyhound through first-hand accounts written by those who have rescued these incredible animals. Well edited as to be informative and moving, Greyhound Tales focuses on the special relationships people have formed with greyhounds saved from euthanasia after life at the dog track.

The cruelty of the dog racing industry is continuously alluded to, but not harped on. Instead, these stories tell us what wonderful and

loving companions these dogs can be. what is repeatedly emphasized is the fact that greyhounds are naturally gentle and trusting creatures. Even after suffering abusive and neglectful lives they all too willingly accept new homes, new companions and a second chance.

Nora Star also includes a chapter on the history of dog racing as well as answers to commonly asked questions regarding adopting a greyhound, and a resource listing.

This is a very personal book that will appeal to anyone who has ever wanted to aid an animal in need, or for anyone wishing to adopt a greyhound. *Greyhound*

Tales is a true testimony to the resilient strength and loving nature of these very special dogs.

Greyhound Tales: True Stories of Rescue, Compassion & Love

Edited by Nora Star
Introduction by Susan Netboy
ISBN 1-882897-18-8
\$15.95
Lost Coast Press
155 Cypress Street
Fort Bragg, CA 95437
707-964-9520

Editor's Note: The Latham Foundation reviews humane and related environmental books and video tapes. To order, please contact the publishers directly.





*The Endangered Gray Wolf, Ralph C., Age 14
Lawrence Hall Youth Services, 4833 N. Francisco Ave.
Chicago, IL 60625*



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